

EVIDENCE OF EXCELLENCE
Curriculum-Based Project Grants

Applicants should provide evidence to support the following criteria, where it is requested in the sections indicated below:

Note: evidence may be found in other locations as well. Please use your best judgment and limit support materials to 10 pages or less.

Criteria	Grant Section
Educational Benefits	
Program Goals	Narratives
Artistic Excellence	Section F: #1, and support materials
Instructional Content	Section F: #2, Section K, and support materials
Preserving and Sharing Alabama's living cultural heritage	Section F: #6, and support materials
Cultural Diversity	Section F: #7, and support materials
Outreach and Evaluation	
Long-term impact	Section F: #4, narratives
Professional artists/organizations used and benefitting	Section F: #5
Accessibility	Section F: #8
Statewide and/or community partnerships	Section F: #9
Planning	
Collaboration	Section F: #3
Venues	Section F: #10 and support materials
Planning personnel	Section F: #11
Budget	Sections G & H (attachments)
Schedule	Activity List (attachment), Section K (attachment) and Support Materials

ON-LINE REVIEW PANEL SCORING RUBRIC
For AIE Curriculum-Based Project Grants

Educational Benefits

Program Goals	Strong Evidence 8-10 pts	The application includes a clear explanation of how the project will address one or more of the following goals as stated in Guidelines (Page 11) <ul style="list-style-type: none"> - opportunities to learn in, through and about the arts - arts as an essential component of education - professional development opportunities for artists, educators and administrators - partnerships between schools, artists and arts organizations that foster excellence
	Some Evidence 4-7 pts	The application includes a general explanation of how the project may address one or more of the AIE goals as stated in Guidelines (Page 11), but specifics and details are not clearly articulated.
	Little or No Evidence 0-3 pts	The application does not explain or it is difficult to determine how the project might address one or more of the AIE goals as stated in Guidelines (Page 11)
Artistic Excellence	Strong Evidence 8-10 pts	The merit or value of the artistic activities is clearly evident and well articulated and the qualifications of the arts organization, primary artists and or arts educators are well documented through narrative, resumes, and/or work samples.
	Some Evidence 4-7 pts	The merit or value of the artistic activities is implied without specifics. Qualifications of arts organization, primary artists and or arts educators are generally stated without specific documentation.
	Little or No Evidence 0-3 pts	The merit or value of the artistic activities is not evident or hard to determine. Qualifications of arts organization, primary artists and or arts educators are not addressed or hard to determine from the narrative and/or support materials.
Instructional Content	Strong Evidence 8-10 pts	There is a clear, detailed explanation of instructional content presented in narrative and/or supporting documents that indicates specific Connections to the curriculum and content standards relevant to the project.
	Some Evidence 4-7 pts	There is a basic explanation of instructional content that implies connections to the curriculum and content standards without specifics.
	Little or No Evidence 0-3 pts	Instructional content is hard to determine and/or lacks connection to curriculum and content standards as specific to the project.
Alabama's Living Cultural Heritage	Strong Evidence 8-10 pts	The proposal clearly indicates activities as appropriate that will provide opportunities for students to explore the arts as relevant to the indigenous cultures of Alabama communities.
	Some Evidence 4-7 pts	The application implies activities that may provide opportunities for students to explore the arts as relevant to the indigenous cultures of Alabama communities but lacks specific details.
	Little or No Evidence 0-3 pts	Opportunities for students to explore the arts as relevant to the indigenous cultures of Alabama communities are not indicated or are hard to determine in this proposal.
Cultural Diversity	Strong Evidence 8-10 pts	The application clearly indicates activities that will provide opportunities for students to explore the arts as relevant to diverse cultures within the global community, as appropriate.
	Some Evidence 4-7 pts	The application implies activities that may provide opportunities for students to explore the arts as relevant to diverse cultures within the global community, but lacks specific details.
	Little or No Evidence 0-3 pts	Opportunities for students to explore the arts as relevant to diverse cultures within the global community are not indicated or are hard to determine in this proposal.

Outreach and Evaluation

Long-term impact	Strong Evidence 8-10 pts	The proposal includes provisions to extend the impact of the project beyond the grant period such as methods for sharing and replication, evaluation and revision, growth, expansion and sustainability.
	Some Evidence 4-7 pts	The proposal implies efforts and/or an ability to extend the impact of the project beyond the grant period, but does not include details concerning specific methods to be used.
	Little or No Evidence 0-3 pts	The proposal has little or no indication of a vision that would extend the impact of the project beyond the period of the grant.
Professional Artists	Strong Evidence 8-10 pts	There is a strong presence of professional artist(s) that are compensated through exposure, professional development and/or funding in the implementation of this project.
	Some Evidence 4-7 pts	There is an implied benefit to professional artist(s) in this proposal, but those benefits are not clearly articulated.
	Little or No Evidence 0-3 pts	It is hard to determine the benefit to professional artist(s) in this proposal.
Accessibility	Strong Evidence 8-10 pts	The application leaves no question as to how activities will be adapted and personnel will be provided when appropriate to create an inclusive environment for all populations, particularly those with specific disabilities and limitations.
	Some Evidence 4-7 pts	The application implies intent to provide an inclusive environment for all populations, but does not clearly articulate the specifics about adaptations and/or personnel to be employed.
	Little or No Evidence 0-3 pts	The application includes few or no plans to adapt activities or provide personnel to create an inclusive environment.
Partnerships	Strong Evidence 8-10 pts	The application clearly articulates how grant support will be used to promote state-wide and community partnerships by identifying those potential partners and explaining how each partner will benefit from shared goals, opportunities and needs.
	Some Evidence 4-7 pts	The application implies an opportunity for state-wide and community partnerships, but does not clearly identify those potential partners and/or explain how each partner would benefit.
	Little or No Evidence 0-3 pts	There is little or no indication that statewide and community partnerships would be developed.

Planning

Collaboration	Strong Evidence 8-10 pts	The application clearly articulates a planning process that includes collaborations between appropriate personnel within participating school(s), artists, communities and organizations. Responsibilities for planning and implementation are well defined.
	Some Evidence 4-7 pts	The application implies a collaborative process, but is not specific concerning personnel and responsibilities for planning and implementation.
	Little or No Evidence 0-3 pts	The application lacks a description, or is very unclear about a collaborative process during planning and implementation.
Venues	Strong Evidence 8-10 pts	The facilities for the project, for classes, performances and/or exhibits are described in detail, with appropriate considerations for particular needs of the project and within the art form(s); i.e. space for dance and theatre, clean up facilities for visual arts projects, acoustics for music, etc.
	Some Evidence 4-7 pts	The facilities for the project are identified with few details, but with a reasonable expectation that they will be adequate for the project.
	Little or No Evidence 0-3 pts	There is little or no information given about the facilities to be used for the project.
Planning Personnel	Strong Evidence 8-10 pts	There is a strong presence of qualified personnel to design the project, indicating the likelihood of successful implementation, as evidenced through staff qualifications and experience relevant to the project.
	Some Evidence 4-7 pts	It is implied that there will be at least one strong administrator to see the project through to completion, but qualifications and experience are not clearly defined in the proposal.
	Little or No Evidence 0-3 pts	There is little or no indication that planning personnel are qualified or even in place to administer the project; or the qualifications of the planning personnel do not match the needs for the design of the project.
Budget	Strong Evidence 8-10 pts	Income and expenses balance. Items in budget are clear and relevant to project description as explained either in the narrative or a more detailed budget attachment. Expenses are appropriate to the project and are eligible for funding. Cash match is strong as determined by the demographics of the school/organization and/or any circumstantial evidence provided.
	Some Evidence 4-7 pts	Income and expenses balance. Items in budget seem relevant to project but are not broken down enough to include specifics. Expenses are appropriate to the project and are eligible for funding. Cash match is adequate as determined by the demographics of the school/organization and/or any circumstantial evidence provided.
	Little or No Evidence 0-3 pts	Income and expenses do not balance. Items in budget are not relevant to project as described in narrative. Some budget items are not eligible and/or cash match is weak.
Schedule	Strong Evidence 8-10 pts	The description of the schedule in the application is detailed with enough specific information to indicate how and when each phase of the project will take place.
	Some Evidence 4-7 pts	The schedule is referred to in general terms, indicating a sequence of events, but without details specifically indicating how and when each phase of the project will take place.
	Little or No Evidence 0-3 pts	The schedule for the project is confusing or non-existent.